

Sixth Grade

Math Learning Progression

Vocabulary: fraction, multiply, divide, fluently, visual, justify, convert, denominator, numerator, compare, estimate, decimal, equivalent, mixed number, percent

Compare and order non-negative fractions, decimals, and integers using the number line, lists, and the symbols $<$, $>$, or $=$

"I can compare and order non-negative fractions, decimals, and integers using the number line, lists, and the symbols $<$, $>$, or $=$."

Formative Assessments:
 Fraction circles, squares
 Percent grids
 Number lines
 Ascending fraction tables
 Graduated measuring devices

Fluently convert common fractions to decimals and/or to percents

"I can fluently convert between common fractions to decimals and/or to percents."

Formative Assessments:
 Equivalency charts
 Money
 Measuring devices
 Fraction bars
 Grid paper

Use area models and the number line, to show multiplication and division of fractions and decimals

"I can use area models and the number line, to show multiplication and division of fractions and decimals."

Formative Assessments:
 Percent grids
 Money
 Measuring devices
 Number lines
 Color tiles
 Grid paper

Accurately calculate the products of fractions and decimals, and explain the solution

"I can calculate the products and quotients of fractions and decimals and explain what the answer means."

Formative Assessments:
 Fraction circles, squares
 Percent grids
 Number lines
 Money
 Grid paper

Accurately calculate products and quotients of non-negative fractions

"I can accurately and fluently calculate products and quotients of non-negative fractions and explain the meaning of the reverse processes."

Formative Assessments:
 Fraction circles, squares
 Percent grids
 Number lines
 Money
 Grid paper
 Double-Nine Dominoes

6.1.D
 Fluently and accurately multiply and divide non-negative fractions and explain the inverse relationship between multiplication and division of fractions.
CCSSM 5.NF.4



Northwest Educational Service District 189

Together We Can

Math & Science Collaborative Inquiry Project